

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Desert Sage Elementary School

Deer Valley Unified District
4035 W. Alameda, Glendale, AZ 85310-3304

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Principal: Mr. Randy Coen
Schedule: 7:30 AM to 4:30 PM
Web Address: www.dvusd.org/desertsage
E-mail: rcoen@de.dvusd.org

Grades: K-6
2002 Enrollment: 935
Phone: (623) 445-4700 x 4704
Fax: (623) 445-4780

∨ School Overview ∨

Mission

Desert Sage Elementary School is committed to educating students to be learners and problem solvers who are inquisitive, respectful, resourceful, cooperative, independent, self-evaluative, successful, confident and proud. Our students will be provided quality experiences by caring and competent staff in a dynamic and safe environment.

Organization and Philosophy

- w High Academic Expectations
- w Technology Integration
- w Multiage Classrooms/Looping
- w Parent Involvement

Instructional Programs

- w Gifted
- w On-site Special Education
- w Speech Therapy
- w OT/PT/Adaptive PE Services
- w Reading Recovery
- w Accelerated Reader Program
- w DARE Program
- w Peer Mediation

School/Academic Goals

- w Desert Sage students will continue to show improvement in the area of reading with an emphasis on raising expectations for all at-risk students.
- w Desert Sage students will continue to show improvement in the area of writing with an emphasis on raising expectations for all at-risk students.
- w Desert Sage will continue to show improvement in the area of mathematics with an emphasis on raising expectations for all at-risk students.
- w Desert Sage will improve the safe school environment; encouraging/promoting students' coping strategies with an emphasis on positive behavior, violence prevention and intervention.

Enrollment

October 1, 2001 School Year Student Enrollment:	980
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	125

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

∨ **School Site Council** ∨

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- w Curriculum & Staff Development
- w Assessment Data & Decision Making
- w School & Student Safety
- w Alternatives/Options/Choices
- w Parent/Educator /Community Relations
- w Budget

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	49.50
Other Professional Staff	4.00	Teacher Aide	4.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	0	0	0
4 to 6 years	6	0	0	0
7 to 9 years	6	5	0	0
10 or more years	29	13	1	1

∨ **Shared Responsibilities** ∨

School

Our students will be provided quality experiences by caring and competent staff in a dynamic and safe environment. Information regarding school events and curriculum is available through school and classroom newsletters and the Internet home page. Voice mail is available for parents to obtain information and leave messages. Instruction is interesting and meaningful, and aligned to district curriculum standards and state standards. Homework provided is appropriate to the learner.

Parents

Educational success can be achieved only through a working partnership between home and school. It is our expectation that parents will share the responsibility for developing positive attitudes regarding discipline, accountability and academic achievement. Parents need to ensure that students arrive to school at the appropriate time and come ready to learn. Parents need to assist their child in establishing regular study habits. Student success needs to be encouraged and acknowledged.

∨ **Transportation Policy** ∨

Busing is provided for students living farther than one mile and for Kindergarten students living farther than one-half mile from school. Special Education students receive transportation as needed.

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|---|--|
| <p>w Writing samples of all students in Kindergarten through sixth grade are evaluated and placed on a writing continuum at two different times during the school year.</p> | <p>w All teachers are trained to use the Developmental Reading Assessment to assess students and identify where they are on the reading continuum. Students in grades Kindergarten through six are assessed.</p> |
| <p>w School Based Performance goals set in the areas of Reading, Writing, School Safety and Parental/Community Involvement were met.</p> | <p>w 109 volunteers supported the Mentor Program contributing 5624 hours to assist students and classrooms.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	13.9 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.2 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	5.6 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.9 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.1 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
District Teacher of the Year	1998
District Teacher of the Year	1999
Arizona Pageant of Bands Superior Rating	2002
Arizona Pageant of Bands Superior Rating	2000

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	138	538	3%	7%	52%	38%
	School State	58840	524	9%	17%	45%	29%
Writing	School	137	558	4%	11%	61%	25%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	138	540	3%	20%	35%	43%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	149	512	7%	21%	52%	21%
	State	61305	505	21%	20%	43%	15%
Writing	School	146	530	6%	19%	55%	20%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	144	518	2%	32%	13%	53%
	State	61760	494	14%	40%	12%	34%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	100	72	60	--	--	--
2	Reading	--	--	--	100	60	50	100	62	52	93	61	53	73	60	57
	Language	--	--	--	100	65	40	100	66	43	95	62	44	90	62	48
	Mathematics	--	--	--	100	61	51	100	71	55	95	72	57	90	67	61
3	Reading	100	63	47	100	63	47	100	62	48	93	70	50	82	67	50
	Language	100	71	49	100	72	51	100	70	54	93	76	56	84	72	57
	Mathematics	100	69	46	100	73	49	100	70	52	93	74	54	83	77	56
4	Reading	100	71	53	100	71	54	99	73	54	92	74	55	79	77	55
	Language	100	69	47	100	69	49	99	70	48	92	66	50	81	70	50
	Mathematics	100	76	51	100	82	54	98	79	55	92	81	57	81	80	58
5	Reading	94	61	51	100	68	51	100	70	51	93	66	51	88	68	53
	Language	98	52	42	100	61	44	100	66	45	93	62	45	78	62	47
	Mathematics	96	57	51	100	69	54	100	75	55	93	78	57	84	81	59
6	Reading	99	66	53	100	69	54	99	72	53	88	73	54	83	70	56
	Language	99	58	41	100	60	44	99	68	44	88	67	45	83	62	47
	Mathematics	98	74	57	100	76	59	100	78	60	87	75	63	84	80	65

∨ Measure of Academic Progress ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	77	69
Grades 3-4	78	86
Grades 4-5	52	74
Grades 5-6	81	82
Grades 6-7	***	***

*Less than 10 students matched

**No information available

***Not applicable

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Students in grades 4-6 are trained in peer mediation skills. Students in the sixth grade participate in CHAMPS and DARE programs. Students participate in the Urban Survival program. An intramurals program is available for students at recess. Individual students and classes receive positive recognition through Put ups and Gecko Slips. Students participate in an Adopt a Hallway Program to develop caring, cooperation and pride. A psychologist, counselor and nurse are on staff.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

1

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,885	\$3,234,546
Classroom Supplies	\$8	\$8,501
Administration	\$415	\$465,684
Support Services-Students	\$160	\$179,404
Other Support Services and Operations	\$524	\$587,352
Total Expenditures- All Categories 2000-2001	\$3,991	\$4,475,487

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Randy Coen	(623) 445-4700	
Transportation Policy	Bill Kohn	(602) 467-5090	
Community Resources	Tim Tait	(623) 445-5016	
School Nutrition Programs	Geoff Habgood	(623) 445-4982	
Parent Organization	Debbie Werly	(623) 445-4777	
Student Health/Nurse	Julie Seifritz	(623) 445-4714	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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